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ABSTRACT

This Child Development Associate (CDA) training module, the third in a series of 16, provides a course in preschool curriculum planning for bilingual/bicultural preschool teacher trainees. Lesson materials discuss conditions for learning, benefits of good planning, goals of early education and ways of translating goals into learning experiences (including assessing development, writing behavioral objectives, planning activities and evaluating the child's performance). Sixteen assignments leading to planning a 5-day unit of instruction are included in the module. Social, gross and fine motor, language, perceptual, cognitive and self-help skills checklist as well as a lesson plan form, a model lesson plan and a lesson plan checklist also are included. This module focuses on specific teacher behaviors that directly relate to CDA Competencies 2, 3 and 4. (RH)

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PLANNING EFFECTIVELY FOR YOUNG CHILDREN IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE III

PS010529

Our Lady of the Lake University of San Antonio

San Antonio, Texas

PLANNING EFFECTIVELY

FOR

YOUNG CHILDREN

IN A

BILINGUAL-MULTICULTURAL

ENVIRONMENT

Joyce H. Coleman

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A C K N O W L E D G E M E N T S

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PREFACE

Planning in order to effectively meet the needs of young children is a skill that all teachers of young children must have. In some programs the preschool curriculum is left entirely to the teacher. She is responsible for determining where the children are in their development, for determining what needs to be taught, and how to teach it. These are all important decisions to be made. Even when a published curriculum is used, a teacher still must make these decisions, although the curriculum may provide guidelines.

This module, "Planning Effectively for Young Children in a Bilingual-Multicultural Environment," was developed because effective planning is so essential to meeting the needs of young children and because observations of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers and with university students in training to become teachers of young children.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation, reinforcement and intellectual stimulation that is needed by the teachers. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are.....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. The ability to observe, record and interpret specific child behaviors (this competency can be acquired through successful completion of the "Learning to Observe Young Children in a Bilingual-Multicultural Environment, module I).
4. An awareness of how young children develop.
5. An awareness of significant area of child development (motor, language, social, cognitive, self-help).
6. An understanding of the cultures of the children.
7. An awareness of the special needs of individual children.

This module focuses on specific behaviors directly related to: to:

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Areas: Physical, Cognitive, Language and Creative.

COMPETENCE III.- Build Positive Self-Concept and Individual Strength

Functional Areas: Self Concept and Individual Strength

COMPETENCE IV.- Organize and Sustain the Positive Functioning of Children and Adults in a Group in a Learning Environment

Functional Areas: Social and Group Management

This module is third in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed to in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective. The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/ bicultural trainees are as follows:

1. Knowledge of early childhooh growth and development
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English
6. The ability to explain and demonstrate the content in in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults

PRE - TEST

Using the lesson plan form and the lesson plan checklist on the following pages, as guides, plan a five day unit of instruction on a topic of your choice.

Be sure to.....

1. Specify the age of the children for whom you are planing the unit.
2. Plan activities for each day in each of the skill areas.
3. List items on your lesson plan that are specified on the lesson plan checklist (e.g., language of instruction, materials, teacher, etc).
4. Sequence activities from one day to the next so that concepts are introduced, experienced and reinforced sequentially.

Check your completed plans with your trainer or academic advisor.

LESSON PLAN FORM

UNIT TOPIC _____

DATE _____

TEACHER _____

TIME	ACTIVITY	SOCIAL	SELF-HELP	MOTOR	COGNITIVE	LANGUAGE

LESSON PLAN CHECKLIST

THE LESSON PLAN.....	YES	NO	COMMENTS
1. Is current and sequential from previous day.	___	___	_____
2. Is organized around a theme that is appropriate.	___	___	_____
3. Shows daily schedule appropriate for the age group and situation.	___	___	_____
4. Shows evidence of number and variety of activities.	___	___	_____
5. Has activities written in appropriate skill areas according to stated child behaviors.	___	___	_____
6. Has objectives written in terms of observable child behaviors.	___	___	_____
7. Lists the language of instruction for each planned activity.	___	___	_____
8. Lists the materials needed for each activity.	___	___	_____
9. Indicates which teacher is responsible for each learning activitity listed.	___	___	_____
10. Identifies the area of the classroom when the activity will take place.	___	___	_____
11. Includes content appropriate for the language and culture of the age group of children.	___	___	_____
12. Provides for individual needs by:			
a. including quiet and active activities.	___	___	_____
b. including small and large group activities.	___	___	_____
c. including activities for specific children that relate to needs identified from the skills analysis.	___	___	_____

GLOSSARY

An understanding of these words will help you to better understand the content of this module.

Checklist.- a list of items used as a guide.

Child Behavior.- the behavior of a child that can be seen or heard.

Concept.- and idea conceived or understood in the mind; an idea that has evolved from particular instances or experiences.

Dominant Language.- the language that is preferred or used most of the time.

Evaluate.- to make a judgement; to appraise; to determine the significance of a behavior, respond, idea etc.

General Goal.- an objective or goal that is general or broad; a goal or objective that does not specify a specific behavior.

Interpersonal.- relating to or involving interaction between persons.

Meaningful Cultural Experience.- an experience that related to the culture of the child's home.

Objective.- something toward which an activity is directed.

Observable.- an action or behavior that can be seen or heard and described.

Sensitive.- aware of the attitudes and feelings of others.

Skill.- a learned ability to do something competently.

Subgoal.- an objective or goal under a general goal that is less general or broad; subgoal may or may not be stated as a specific behavior.

INTRODUCTION

You are entering your classroom for the first time in the morning. The children will be coming before long. What kind of a day will it be for you? What kind of a day will it be for the children? The answers to these questions will be found in the plans that have been made for the day.

If you have planned activities that are interesting and challenging to the children, that help children develop skills they need to feel successful and good about themselves, that help children learn to work and play together, then the day will probably be a pleasant, rewarding one. However, if you have not planned the day and are relying on spontaneous happenings to fill the day, it will probably not be especially rewarding or challenging to you or the children. Although there are differing opinions as to the most effective type of planning, most educators agree that some planning should take place before engaging children in classroom activities. Asking children to participate daily in the same routine activities and to work daily in the same centers with the same materials is not teaching. It is babysitting.

There are some teachers and educators who feel that planning classroom activities prevents spontaneity in the classroom and takes away the child's freedom to choose what interests him. Planning is not contrary to freedom and spontaneity in the classroom. Effective planning is flexible structure that combines meaningful goals with the individual needs of children. It allows you more freedom to respond to the children in a more relaxed manner because you do not have to worry about what to do next and where needed materials are. Effective planning also helps you to cope with classroom emergencies and changes in a less frustrating way.

CONDITIONS NECESSARY FOR LEARNING

Before looking at planning in depth, let's think about the conditions that must be present in your room in order for children to learn effectively. These conditions are basic to the kind of planning you will need to do.

They are.....

1. A Safe and Healthy Environment.

   Children cannot learn if they are hungry or in poor health. As a teacher of young children you have the responsibility of seeing that the children's physical needs are met, at least during the school hours. This means seeing that adequate food is served, that each child rests, and that referral to a health service is made if a child is ill and the parents cannot secure private medical care. You also have the responsibility of seeing that the school environment is safe so that the children can work and play without injurying themselves or others. It is imperative that you make provisions for handling unexpected emergencies or accidents.

2. Frequent Adult Contact.

Educators who have looked at the effectiveness of preschool programs report that those which are the most successful in helping children learn are those that have a high adult-child ratio. This means that those programs provide many opportunities for the children to interact on a one-to-one basis with adults in the classroom. Children learn both through being taught directly in activities and through spontaneous contact with adults. When children are learning language, adults provide the modeling of language that is so important to the development of their language skills. Since it is not always possible to have more than one or two adults in a classroom, you will need to bring other adults (parent volunteers, high school students, community volunteers, etc), into the classroom or schedule the daily program so that you and the assistant teacher can work individually and in small groups. This provides some assurance that the children will have more opportunities to interact with adults during the class day.

3. A Positive Emotional Climate.

A positive emotional climate is established when you interact acceptingly and warmly with the children, when you reinforce children and help them to feel good about themselves and when you help children accept and become aware of the feelings of others. Most teachers do things to help children feel good about themselves but too few plan experiences which are designed to build interpersonal skills. If a child is to become aware of and understand the feelings of others, to learn how to work and play with others, to learn to trust others as well as himself, then you must provide opportunities for these to develop. They do not develop through spontaneous situations alone. You and other adults in the classroom must also model behaviors that help establish a warm and accepting atmosphere in the classroom. How you, your assistant teacher and parent volunteers treat each other can make a difference in the kind of emotional climate that exists in your classroom. If you are accepting, respectful, and courteous with each other, the children will see this and feel more positive toward the adults in the classroom and toward each other.

4. An Environment that Encourages Participation and Exploration.

It is well established that children learn through being active and curious. Therefore, as a teacher you must provide the child with opportunities to do more then watch and look. The classroom environment must be such that each child can build upon his past experiences by interacting with others, by exploring new and interesting materials, by being allowed to practice until a skill is learned, and by being allowed to question and solve problems. Each child can learn only as he participates in the learning process.

5. Meaningful Cultural Experiences.

All children need to feel accepted. This means not only accepting them as children, it means accepting their language, their values, their traditions, their families, their culture. To do this you must become familiar with the values, traditions, language and culture of the children in your classroom. You must incorporate these factors into your curriculum since they are the foundation upon which the children's experiences are based. In early childhood education we talk about the importance of building upon the child's experiences. Yet many children from minority groups experience rejection of their experiences as teachers

primarily transmit middle class values and traditions through the curriculum.

There are a number of things that you can do to respond to the needs of children from different cultures. You can become familiar with the children by visiting their homes and getting to know their parents. You can bring neighborhood people into the classroom as resource teachers. You can encourage parents to work in the classroom. You can bring culturally related items into the classroom so that all of the children can learn about them and enjoy them. You can include culturally related information in the learning activities (e.g., holidays, foods, religious observances, family roles and practices, health and medical practices, clothing, music, art, stories, rhymes, sayings, etc.) You can plan field trips to places in the neighborhood to give the minority children an opportunity to share their knowledge and experience with the other children. Most importantly, however, you can bring an open and positive attitude to your teaching so that you can model understanding and acceptance for all of the children.

6. Experiences That Match Children's Level of Development.

In order for children to learn, the activities and experiences that are provided must be simple enough for the children to be successful and yet difficult enough to be challenging. When this happens, there is a proper "match" between the task and the children's level of ability. A proper match motivates children to want to learn and helps children feel good about themselves.

When you work toward providing a proper "match" for the children in your classroom, you will find yourself carefully observing and identifying where the children are in their skill development and in their concept development. You will find yourself individualizing and grouping according to children's needs. You will find yourself planning more carefully.

7. An Environment Directed by Adults Who Plan and Develop Objectives.

Researchers who have looked at the effectiveness of pre-school programs have found that children make far more progress where teachers plan and develop specific objectives for the children. An objective is a statement of the behavior that the child is expected to perform. It tells

you exactly what the child must do during an activity to show that learning has taken place. If you, as a teacher do not know what you expect the children to do in an activity, then you have no way of determining whether learning has occurred or how to replan an activity to meet the children's needs. If learning is to occur in your classroom, then you must plan for it. The most effective way to insure that classroom activities will facilitate learning is to plan them around objectives that relate to the children's learning needs.

BENEFITS OF GOOD PLANNING

Planning an effective curriculum for young children takes time and work but the benefits that result make the effort worth while for both teacher and children. If you are planning well, some of the benefits that you can expect are....

1. Learning activities that are appropriate for the children's needs.

   If you have assessed your children's development in the various skill areas, if you have considered their cultural background, if you have considered their learning styles and areas of interest, if you have considered your goals for the children. then the activities you plan for your classroom will most probably be appropriate for the children's needs. This will create a happy and exciting learning environment.

2. Continuity and balance in the learning experiences.

   If you have carefully considered the experiences that the children have had, if you have planned indoor and outdoor activities, if you have included child selected and teacher directed activities, if you have appropriately scheduled quiet and noisy activities then your curriculum will have proper balance and continuity. Providing proper balance helps to keep children interested and participating

in classroom activities. Providing continuity in learning experiences helps children build upon their experiences and gives meaning to experiences.

3. Reinforcement and expansion of the learning experiences.

   If you have planned opportunities for the children to practice skills they are developing or to work with concepts they are learning, then you have built in reinforcement which is very important to the learning process. Children can learn more quickly and more effectively when they are given opportunities to practice and use what they are learning. Along with the reinforcement of skills and concepts, a well planned curriculum includes experiences which will add to or expand what the children are learning.

4. More freedom for yourself and other teachers in the room.

   If you have taken the time and put forth the effort to plan well, you will find that your teaching days run smoothly and are much more enjoyable. You will have time to be yourself, to enjoy the children, to capture and build upon spontaneous situations, and to interact with the other adults in the room. When you have it together in your plans, you and the children will "have it together" also.

5. More effective classroom interaction.

A free and relaxed classroom environment makes it easier for everyone to work, play, and communicate with each other. When you have planned and are prepared for the day, there is less reason for you to be tense and uptight. A tense and uptight teacher creates a tense and uptight climate which children easily pick up. This creates an environment that is not conducive to learning. The primary reason that many classrooms become loud, unruly, tense and chaotic is that the teacher has not planned and prepared for the day.

GOALS OF EARLY EDUCATION

In most early childhood programs you, the teacher, have the responsibility of deciding what the children will be taught and when you will teach it. If a particular program is being used, you have the responsibility of adapting and implementing the materials. To be an effective decision maker, whether you are designing your own program or using a prepared program, you must have some goals for yourself and for the children. Planning and operating a program for young children without goals is like taking a trip without a destination. You can wonder around for nine months or a year and never arrive at meeting the children's needs or helping them to grow and learn. Unfortunately this happens in many classrooms because the teacher doesn't know where she wants to go. She doesn't have goals that help her direct the children's experiences or help her evaluate where the children are in their development.

TASK: Take a minute and write out your goals for the children in your classroom. Think about the things you want your children to learn and the skills you want them to develop. (Put these into goal statements.) Discuss your goals with your trainer or academic instructor.

If the previous task was difficult for you, perhaps you have not really thought about what you want your children to accomplish. Planning and designing an effective curriculum is much more than just providing fun activities. All activities should be planned around working toward goals you want to accomplish with the children.

Some general goals that are found in most early childhood curriculums are as follows:

1. To help the child develop gross and fine motor skills which are necessary to work, play and move about effectively according to his age and physical ability. (Gross and fine motor development.)
2. To help the child develop the ability to understand language and to use language to communicate with others (In a bilingual setting this goal refers to both the first and second languages; language development.)
3. To help the child develop an understanding of his world; how it's organized, how it functions, and how to think and solve problems. (Perceptual-cognitive development.)

4. To help the child develop the ability to do things for himself and to assume responsibility for his behavior. (Self-help development.)
5. To help the child develop the ability to interact effectively with adults and peers in his environment. (Social development.)
6. To help the child develop positive feelings about himself. (Self-concept development.)

Although there is little argument that these are important and worthwhile general goals for early education, some teachers and programs emphasize some of the goals more than others. If you hope to meet the needs of the "whole" child, then all of the goals should be incorporated into the curriculum. Each of the above goals relate to important behaviors that will be expected of the child in the later years of schooling. Our goals for young children do not relate to just one year, they also relate to long range educational goals. As a teacher of young children you are helping to build the foundation for each child's later learning and academic success.

While general goals help to focus your thinking and planning, it is necessary to break each general goal into subgoals so that specific objectives can be determined. For example, the social development goal "to help the child develop the ability to interact effectively with adults and peers in his environment" can be broken

into the following teacher subgoals.

a. to help the child make a positive adjustment to school.
b. to help the child learn how to participate in small and large group activities.
c. to help the child feel comfortable with the adults in the room.
d. to help the child learn how to cope with frustration.
e. to help the child learn how to share, take turns and work cooperatively with others.
f. to help the child learn how to ask for assistance and information.
g. to help the child learn how to observe the classroom rules and routine.
h. to help the child learn how to express feelings and emotions.

Identifying subgoals for each of your general goals takes you a step closer to planning activities for your children that will meet their needs. One of your general goals could be "to help the child develop the ability to interact effectively with adults and peers in his environment" is so broad that it is sometimes difficult to focus

in on a specific objective and activity. But a subgoal, like "to help the child make a positive adjustment to school," enables you to begin thinking about specific objectives and activities. You can ask yourself "What kinds of exepriences will the child need in order to make a positive adjustment to school?" The answers to these questions will help you begin planning for that subgoal. When you do this for each of the subgoals under each of your general goals, you have the basis for planning and designing a curriculum that meets young children needs.

TASK: Write out your subgoals for each of the following generals goals.

1. To help the child develop gross and fine motor skills which are necessary to work, play and move about effectively to his age and physical ability.
2. To help the child develop the ability to understand language and to use language to communicate with others (Spanish and English).
3. To help the child develop an understanding of his world; how it's organized, how it functions, and how to think and solve problems.
4. To help the child develop the ability to do things for himself and to assume responsibility for his behavior.
5. To help the child develop the ability to interact effectively with adults and peers in his environment.
6. To help the child develop positive feelings about himself.

Check your subgoals with your trainer or academic instructor.

NOTE: The above subgoals are teacher oriented objectives. Later these objectives will be changed into child behaviors. In planning specific activities it is important that they be directed toward what the child will do.

TRANSLATING GOALS INTO LEARNING EXPERIENCES

So you have identified your general and subgoals. You know what you want to accomplish and have considered the needs of the "whole" child. How do you move from goals into daily learning experiences? The process involves seven steps.

1. Determine where each child is in his development as related to your general goals and subgoals. (e.g., language development, motor development, social development, cognitive development, self-concept development, self-help development.)
2. Determine concepts and skills for the unit to be planned.
3. Select daily objectives for the various areas of development.
4. Plan activities to meet the objectives.
5. Present the activities.
6. Evaluate child's performance of objectives
7. Select new objectives and repeat steps 3, 4, 5, and 6.

NOTE: If you have completed the "Learning to Observe Young Children In A Multicultural Environment" module, you will recall that this process is similar to the one outlined there.

1. Determine where each child is in his development as related to your goals.

Most teachers do not have much information about their children prior to the beginning of school. Once the children are enrolled and begin attending class the first step that must be taken is to determine where each child is in his development, especially as it relates to the goals for the children. As discussed in the "Learning to Observe Young Children In A Multicultural Environment" Module, this can be done through observation of the children's behavior using skills checklists, through informal observations, through discussions with other teachers and adults working with the child, and through discussions with parents. In order to effectively plan for children it is essential to identify where they are in their development. The children may already be performing some of your goals for them so you will not need to concentrate on those goals but rather on others they have not learned.

The following skills checklists, which are explained in detail in module I, "Learning to Observe Young Children in a Bilingual-Multicultural Environment," can be used to identify behaviors that your children have learned, are in the process of learning or have not learned. If you have tested out of the "Learning to Observe Young Children in a Bilingual-Multicultural Environment" module or

have begun your training with this module, you will want to study each checklist carefully. These checklists relate to the general goals and subgoals discussed earlier in this module. The information gathered from administering these checklists along with your subgoals can form the basis of an effective curriculum.

SOCIAL SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task most of the time

\- If the child does the task some of the time

0 If the child rarely does the task

* Adapted from draft developed by Yolanda R. Molina

GROSS MOTOR SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

+ If the child can do the task

- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

FINE MOTOR SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child can do the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

LANGUAGE SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

PERCEPTUAL SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task

\- If the child is learning to do the task

0 If the child cannot do the task

*Adapted from draft developed by Yolanda R. Molina

COGNITIVE SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task

\- If the child is learning to do the task

0 If the child cannot do the task

*Adapted from draft developed by Yolanda R. Molina

SELF-HELP SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child can do the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

2. Determine concepts and skills for the unit to be planned.

Since young children learn more effectively when there is appropriate repetition and reinforcement of concepts, language and skill experiences, you may find it helpful to plan activities around a unit theme. Unit themes can cover such topics as self-awareness, family, home, community helpers, animals, plants, food, clothing, etc. Planning around unit themes makes it easier to build in repetition and reinforcement, it also helps children to learn concepts more quickly and to enlarge upon concepts previously learned. For example, if you provide an experience where the children learn the name of a community helper and how he helps other people, a roleplaying experience and an art experience can further build upon what was learned in the first activity. A story about the same community helper at naptime can reinforce these three activities while an outside activity can then reinforce all four experiences. Planning around a unit theme provides the children with many opportunities to hear and use the same vocabulary, to experience concepts in different contexts and to enlarge upon their learning. It provides meaning to the various classroom experiences.

Many teachers find it helpful to schedule units for a year in advance. This facilitates planning in that you can plan field trips in advance, order materials ahead and make arrangements for parents and community volunteers to assit in the classroom. You may find the following sequence of units helpful. Note that the units begin with the child and the environment that he is most familiar with and then move to provide new experiences and horizons. Some points to cover are also suggested.

Suggested Unit Topics:

(Suggested Content)

a. School
(The indoor and outdoor settings, indoor and outdoor rules.)

b. Body Parts
(Identification; function.)

c. Body Senses
(Identification; how senses help learning.

d. Clothing
(Identification; classification; function; weather relationship.)

e. Family
(Identification; function; size.)

f. Pets
(Names; kinds; habitat.)

g. Food
(Kinds; preparation; ethnic; storage; classification.)

h. Toys
(Kinds; sizes; things child can do with them.)

i. Home
(Kinds, size, parts; rooms.)

g. Farm Animals
(Kinds; use; kind of food they provide.)

k. Furniture
(Kinds, parts; function; identification; classification; association with rooms.)

l. Immediate Community
(School; grocery store; molino; parks; dry cleaners; ice house; clinic; bakery; community centers; churches etc.)

m. Community Workers
(El panadero; la tortillera; el sastre; el ministro; el sacerdote; el vendedor ---raspa, fruta, barbacoa, nieve; el barendero; la maestra; el doctor; el curandero etc.)

n. Transportation
(Function; different kinds; parts; description; classification.)

o. Zoo Animals
(Kinds; natural habitat; food eaten.)

p. Plants
(Parts of; needs for growing; similarities and differences.)

q. Insects
(Kinds; parts; care; poisonous vs. non poisonous.)

r. Self-Concept
(Things children can do; feelings; emotions; things children like about themselves and others.)

The scheduling of units should be flexible. There is no fixed best plan. You should decide what is most appropriate for meeting the needs and interests of your children while capitalizing on available school and community resources, customs, holidays and traditions. For example, a unit on farm animals fits well into the local Rodeo and Stock Show. A unit on toys fits well near Christmas while a unit on foods fits well near Thanksgiving. Avoid spending weeks on holidays such as halloween, valentine's day, St. Patrick's Day, easter etc. Young children really do not understand the significance of these holidays. Many teachers plan activities around these special days more for their own enjoyment than for the children's.

Before planning a unit there are several things you must do. First collect all of the checklist and observational information that you have on the children. You can do a better job of meeting the children needs if you know where they are developmentally. Using this information, identify the particular skills you will work on during the unit. Secondly, make a list of all of the concepts and information that you want to teach regarding the unit topic. All of the adults who teach in a classroom should participate in this. There are many concepts that you can teach about any topic. You will need to decide which concepts are most appropriate for your children considering where they are developmentally.

After you have identified the skills you will work on and the concepts you will teach during a unit, plan the order in which you will teach these. When you have this information together, you will be ready to do your daily planning.

3. Select objectives for the various areas of development.

TASK: Write an objective for an activity using the story of "Los Tres Ositos."

Look carefully at the objective you have just written. Does it state what you the teacher will do, or does it state what each child will do to show that learning has taken place. If your objective reads something like --to tell the story of "Los Tres Ositos" or --to read and discuss the story of "Los Tres Ositos," you have written the objective for yourself, not for the children.

An objective should be a statement of what the child/learner is to do when he/she has successfully completed a learning experience. This means that for each activity you

plan, there should be a specific behavior you expect of each child participating in the activity. For example, "The child will listen to the story of 'Los Tres Ositos' and then point to the picture of and name each of the characters in the story " tells you exactly what each child will be expected to do before the activity is finished. The lesson objective, when stated in terms of the child's behavior, will help you to present the activity to meet the childrens needs. Teachers who do not have specific learner/child objectives often wander in their lesson presentations and rely on spontaneous happenings to guide their teaching. Spontaneous happenings may or may not benefit the children.

TASK: Write another objective, this time for an activity using blocks. Start your objective with the words, "the child will....."

Look carefully at this objective. Did you write it so that you or anyone else can observe what each child will do before the activity is finished? Check your objective with your trainer or academic instructor.

TASK: Read the following objectives. Identify those objectives that are not stated in terms of an observable behavior.

____ 1. The child will understand how to build with blocks.

____ 2. The child will string five beads.

____ 3. The child will learn how to play in the dramatic play area.

____ 4. The child will sort the pictures into two categories, vegetables and fruits.

Objectives numbers 1 and 3 are not written in terms of an observable behavior. Neither objective tells you exactly what behavior to observe. It is difficult to observe for "understanding" (no. 1) unless you have a specific behavior that shows understanding. For example, "the child will stack eight blocks to make a tower," or "the child will build an object using blocks,"

tells you exactly what is meant by understand. Objective number 3 also does not tell you what behavior to observe. There are many different behaviors which show that a child is learning to play in the dramatic play area. For example, "the child will interact with at least one child while playing in the dramatic play area" or "the child will pretend to cook while playing in the dramatic play area," both tell exactly what child behavior is expected. Both behaviors can be observed by another person. An objective is not stated correctly if it does not tell exactly what observable child behavior is expected.

TASK: Write objectives for the following activities. Again start each objective with, "the child will....."

1. A pouring activity.
2. A color matching activity.
3. A bead stringing activity.
4. A group social experience.

Again, review each objective. Is each one stated in terms of what the child is expected to do during the activity? Can the behavior be observed by someone else? Check your objective with your trainer or academic instructor.

To futher increase your understanding of objectives, complete the following tasks. Be sure to check your work with your trainer or academic instructor upon completion of each task.

TASK: Complete each of the following:

1. If available locally view the filmstrip Educational Objectives; An Instructional Program by Vincet Associates, 1967. The author is W.James Popham.
2. Identify the following objectives that are not written in terms of observable child behaviors. Rewrite each one so that it is an observable child behavior.

   The Child Will.....

   a. Match colored inch cubes that are the same color.
   b. Listen to the sotry of "The Little Red Hen" and then name three characters in the story.
   c. Learn how to work with pegboards and pegs.
   d. Roleplay a character in the story "The Three Bears."
   e. Understand how to make a collage.
   f. Show another child how to pour sand.
   g. Learn to appreciate Mexican music.
   h. Learn how to work cooperatively with a small group of children.
   i. Develop his gross motor skills needed for walking tasks.
   j. Name three animals in a set of five different animal pictures.

When you have completed tasks 1 and 2, check your work with your trainer or academic instructor.

EJERCICIOS: 1. Lea las siguientes objetivos. Señale aquellos que no afirmen un comportamiento observable, después, escriba de nuevo los objetivos para que si afirmen un comportamiento observable.

El Niño.....

_____ a. Aprenderá el cuento de "Los Tres Ositos."

_____ b. Dirá el nombre de la niña que vino a visitar la casa de los tres ositos.

_____ c. Jugará con los bloques.

_____ d. Formará con sus bloques, un patrón igual al de la maestra.

_____ e. Aprenderá a apreciar la Navidad.

2. Lea la siguiente rima. Escriba un objetivo para utilizar dicha rima en una actividad.

Tengo, tengo, tengo
tu no tienes nada.

Tengo tres ovejas,
en mi manada.

Una me da leche,
una me da lana,
y otra mantequilla
para la semana.

Cuando haya terminado con el ejercicio 1 y 2, revise su tarea junto con su instructor académico o con su entrenador.

As you begin to think about objectives for class activities you will need to have your goals and the results of your observations and checklists handy to make sure that you plan experiences for the various areas of development. The following lesson plan form will help you to remember each area that needs to be covered (these areas relate to the general goals discussed earlier and are the areas that need to be emphasized in an early chilhood program). There is space for designating the time that each experience will take place and the kind of activity it is. There is space for the objectives of the various activities depending upon whether the purpose of the behavior is to develop social skill, self-help skills, motor skills, perceptual-cognitive skills, or language skills. Identifying activity objectives by area will help you plan a more balanced program and encourages you to look more carefully at the behaviors you are expecting.

Before you practice writing objectives for the various learning areas, let's see if you can identify whether an objective belongs in the social, self-help area, motor area, perceptual-cognitive area or language area.

TASK: Name the skill area where the objective belongs: Social, Self-help, Motor, Perceptual-Cognitive, Language.

_____ a. The child will listen to an animal sound and select the correct animal picture.

_____ b. The child will jump over the jump rope stretched five inches off the ground.

_____ c. The child will get up and state his full name.

_____ d. The child will pour his own glass of juice.

_____ e. The child will pour sand from a large container into a small cup.

_____ d. Using a crayon the child will connect dots which form a circle.

_____ g. The child will name the colors of the beads on his string.

_____ h. The child will make a bead pattern as the teacher's model.

_____ i. The child will take turns being the leader when playing "follow the leader."

ANSWERS: a) perceptual-cognitive, b) motor, c) language, d) self-help, e) motor, f) perceptual-cognitive, g) language, h) perceptual-cognitive i) social.

When writing objectives for the various areas it is important to remember the following:

a. Objectives belong in the social area when the behavior is for the purpose of helping the child learn how to work with other children, interact with another person, learn how to follow, be a leader, develop social rules etc.

b. Objectives belong in the motor area when the behavior is for the purpose of helping the child develop either gross or fine motor skills.

c. Objectives belong in the language area when the behavior is for the purpose of helping the child learn to understand language or to express language, either the first or second language.

d. Objectives belong in the perceptual-cognitive area when the behavior is for the purpose of helping the child learn a concept or develop problem solving and thinking skills.

e. Objectives belong in the self-help area when the behavior is for the purpose of helping the child learn to do something for himself; to be independent and responsible.

An objective for a specific activity or materials can usually be written so that it can belong under a number of learning areas depending upon what the purpose of the behavior is. For example, the following objective belongs in the language area because the purpose of the behavior is to develop the child's ability to name colors.

> The child will name the colors of the beads on his string.

Now let's rewrite the objective using the same materials so that it belongs in the motor area.

> The child will string beads of different colors.

Let's rewrite it again for the social area.

> The child will alternate with two other children placing beads of different colors on a string.

Let's rewrite it for the perceptual cognitive area.

> The child will string beads of different colors to match a model pattern.

Finally, let's rewrite the objective for the self-help area.

> The child will work independently stringing beads of different colors.

TASK: Check each of the preceeding objectives with the guidelines given for when an objective belongs in a given area on page 82.

As you can see, each objective involves the stringing of beads of different colors. The purpose of the behavior changes in each objective which in turn changes the area in which it belongs. If you do not understand how each of the previous objectives change and how the purpose of each behavior determines the area in which it belongs, discuss this further with your trainer or academic instructor before proceeding further in the module.

TASK: Try your hand at writing objectives for a specific activity/materials so that the purpose of the behavior changes the area in which the objective belongs. Write objectives for the language, self-help, social, perceptual-cognitive, and motor areas in which the child uses playdough.

When you have completed the task check your work with your trainer or academic instructor.

Repeat the task using rice and containers of different sizes.

Check your work with your trainer or academic instuctor.

TASK: Review the following objectives. IDENTIFY any objectives that are placed incorrectly in an area. DETERMINE the area in which the objective should be placed. REWRITE any objectives that are not written as a specific observable behavior.

Check your work with your trainer or academic instructor.

LESSON PLAN FORM

UNIT TOPIC: _____ DATE: _____

TEACHER: _____

TIME	ACTIVITY	SOCIAL	SELF-HELP	MOTOR	COGNITIVE	LANGUAGE
		The child will work with others	The child will learn to brush his teeth			
				The child will string six beads to match a pattern		
		The child will share the toy of his choice with another child	The child will put his belongings in his cubby hole		The child will stack blocks making something of his choice	
				The child will learn to use outdoor equipment		The child will learn to tell a story of his choice
					The child will understand how to place the stacking discs correctly	
					The child will retell a story putting the events in sequence	

4. Plan activities to meet the objectives.

When you have identified your daily objectives there are a number of further decisions that must be made if you are to plan effectively. You will need to decide.....

a. The way in which the activity will be presented. Will the activity be teacher directed or child selected? There are some concepts and skills that children can learn effectively on their own. For example, learning to build with blocks, learning to button and zip, and learning to pour rice and sand will require practice for the young child to learn. It is not necessary for you to schedule frequent teacher directed activities in block building, pouring, buttoning and zipping. These can more efficiently be scheduled as child selected activities after you have introduced the materials. There are other skills that can more efficiently be learned by the children when presented by a teacher. For example, new categories, memory activities, auditory activities and new concepts can best be learned when directed by a teacher. You must decide whether the children can best learn the behavior you expect by working on their own or by being guided by you.

b. The grouping of the children.

Will the activity involve the whole class, small groups, or one to one instruction? Will the groupings be planned or will you allow the children to select the group they prefer? Some activities lend themselves to total class participation while others are best presented in small groups or on a on a one to one basis. Some factors that must be considered in making this decision are the behavior that is expected, the space that is available, the kind of materials available, the safety of the children (if cooking activity involving a hot plate etc.) and the language preference of the children. As you can see, all of the decisions that are being discussed are interrelated and have an effect upon each other. Once you have decided how the children will be grouped this should be written into your lesson plan along with how you will relate the groups (See model Lesson Plan). If you have an assistant or volunteer in your classroom they must understand the grouping strategy and be supportive of it.

TASK: Decide the grouping strategy for the following situations: Consider all of the factors previously discussed.

1. You have planned for a parent volunteer to present an activity showing the children how to make tortilla? You want each child to roll, pat and cook his tortilla. Should the activity be a total group activity, a small group activity. or a one to one activity? Why?
2. You have planned an activity in which each child is to string beads of various colors. You have one large container of beads and five strings. Should the activity be presented one to one, in a small group or to the total class? Why?
3. You have planned a music and dance activity in which the children will learn to do the Mexican Hat dance. There is a small large group area in your classroom. Should the activity be presented one to one, in a small group, or to the total class? Why?
4. You have planned to introduce the concept of big and not big. You will use sets of objects. Should the activity be presented one to one, in a small group or to the total class? Why?

When you have made your grouping discuss them with another teacher. Also discuss them with your academic instructor or trainer.

c. The materials to be used.

What kind of materials will you use for the activity? Should they be concrete objects, pictures, cutouts, geometric shapes, etc? When introducing concepts to young children the actual object should be used if possible. Young children need to have concrete experiences before pictures and other forms of representation are used. How many sets of materials will be needed? Can culturally relevant materials be used? Materials should be culturally relevant whenever possible. For ideas on what is meant by culturally relevant materials see the "Creating A Culturally Relevant Learning Environment for Young Children" module. Will you have to make or collect the materials or do you have them in the classroom? Is there special preparation necessary? As you plan, make a list of all materials to be used in each activity. Note the preparation that must be made and determine who will have the responsibility for getting the materials ready. Sometimes materials are not ready when an activity is presented because each adult thought the other was getting them ready or both adults forgot that preparation was needed. With proper planning and preparation this will not happen in your classroom.

d. The language of instruction.

In a bilingual/multicultural classroom a teacher must be sensitive to the culture and language of each child. If a child is primarily a Spanish-speaker his instruction should be in Spanish if the learning experience is to be meaningful. The same is true of a dominant English speaker. The child that is bilingual can benefit from instruction in both languages. The Spanish speaker and the English speaker should be provided with the opportunity to learn the second language. You will need to decide which language should be used for a particular activity. If an activity includes new concepts and new vocabulary it should be taught in the dominant language of the children. If an activity is a review of material the children already know, the second language may be used, if they know some of the vocabulary. In some activities like story telling, outside activity, music circle time, etc. both languages may be used so that all of the children can understand and participate. There will be some activities which are for the purpose of learning the second language and would of course be taught in that language.

As you plan each learning experience and decide how to group the children, their dominant language should be foremost in your mind. Learning experiences are seldom meaningful when the language used is not understandable.

TASK: Read the following poem and explain its meaning in your own words.

ИВАН САВВИЧ НИКИТИН

1824–61

Ночь

Сделося сумраком поле. На темной лазури сверкает
Гряда облаков разноцветных. Бледнея, заря потухает.
Вот вспыхнули яркие звезды на небе, одна за другой,
И месяц над лесом сосновым поднялся, как щит золотой;
Извивы реки серебристой меж зеленью луга блеснули;
Вокруг тишина и безлюдье: и поле, и берег уснули;
Лишь мельницы старой колеса, алмаз рассыпая, шумят,
Да с ветром волнистые нивы, Бог знает о чем, говорят.

Were you able to do the task? You were not able to do the task unless you could read and understand Russian. There was no meaning for you unless you knew the language. Remeber that the same is true for the child who does not speak the language of the school.

e. The setting for the activity.

Where in the classroom should the activity be presented? Once you have decided whether the activity is to be child selected or teacher directed, whether the activity is to be a large group or a small group activity, and what materials will be used, you must decide where to present the activity. Should the activity be presented on the floor, at a small table, at a large table, in a learning center, in a corner of the room, in the center of the room, in a circle of chairs? The physical setting must be supportive of the kinds of interactions that will occur during the a activity. If the children are going to be dancing and moving about, a large open space will be necessary. If the children are going to hear and discuss a story in a small group, the library area will probably be best. If the children are going to be roleplaying or participating in a cooking experience in a small group, perhaps the dramatic play or housekeeping area would be best. If the children are going to be working ~~with~~ with table toys in a small group, perhaps a large table would be needed to give each one space to play without interference. If the children are going to be building with blocks in small groups, the block area with

adequate floor space would be most appropriate. If the children are going to be working with pouring materials independently, perhaps a small table in a corner of the room would provide adequate space and quiet for the task. If you are presenting a language activity to a small group of children and are using large discussion pictures which you will hold, a small circle of chairs in a quiet area of the room might be best.

There are many possibilities. You will need to look carefully at your room arrangement, the space that is available and the activities you are planning. Perhaps you can roleplay the activity in various parts of your classroom before making a decision. As you talk through the activity and handle the materials to be used, potential problems can be identified. Be sure that activities are placed so that quiet and noisy activities do not interfere with each other and so that the movement of the children does not cause disruption.

f. Reinforcement in the Total Learning Environment.

How can the total learning environment be supportive of what is being presented in the learning activities? By anticipating and planning carefully, you can create a learning environment that is totally supportive of the objectives you have selected. For example, the materials that you select for placement in the classroom should reinforce concepts and skills you are teaching. The story books, films and music that you select can provide much reinforcement. Wall displays can also help reinforce particular concepts. For example, if you are teaching colors, your wall displays should reflect this. If you are studying a unit on animals, relevant pictures of animals can effectively be displayed for reinforcement. If you are teaching the concept of big and little, the materials placed in the various areas of the classroom should reinforce this, (e.g., big and little books, blocks, boxes, pots and pans, jarros, marracas, clothing, sheets of art paper, pictures, molcajetes, cazüelas, tortilladoras etc.) Don't forget to include culturally relevant materials when possible.

g. How you will present the activity.

What steps will you need to go through in presenting the activity? Some

and discover during the activity problems that could have been avoided had they planned their lesson presentation. When planning how you will present an activity ask yourself the following questions....

(1) Where will you place the materials?

(2) How will the children be seated?

(3) How will you get the children's attention?

(4) How will you keep the children's attention throughout the activity?

(5) How will you introduce the lessson?

(6) What will you do after you introduce the lesson?

(7) How will you use the materials during the activity?

(8) How will you insure each child's full participation in the activity?

(9) How will you evaluate whether each child meets the objective for the lesson?

(10) How will you help a child who does not meet the objective to feel successful?

(11) How will you end the lesson?

When you have finished planning your lesson presentation, roleplay presenting it. This will help you identify and correct possible problems. (See the "Setting the Stage for Effective Learning in a Multicultural Environment" module for additional information.)

TASK: Now that you have finished studying the section on planning, review the following model lesson plan. Then prepare a lesson plan for one day for your classroom. When you have finished, evaluate your lesson plan using the lesson plan checklist following the model lesson plan. Check your work with your trainer or academic instructor.

LESSON PLAN CHECKLIST

THE LESSON PLAN.....	YES	NO	COMMENTS
1. Is current and sequential from previous day.	___	___	_____
2. Is organized around a theme that is appropriate.	___	___	_____
3. Shows daily schedule appropriate for the age group and situation.	___	___	_____
4. Shows evidence of number and variety of activities.	___	___	_____
5. Has activities written in appropriate skill areas according to stated child behaviors.	___	___	_____
6. Has objectives written in terms of observable child behaviors.	___	___	_____
7. Lists the language of instruction for each planned activity.	___	___	_____
8. Lists the materials needed for each activity.	___	___	_____
9. Indicates which teacher is responsible for each learning activitity listed.	___	___	_____
10. Identifies the area of the classroom when the activity will take place.	___	___	_____
11. Includes content appropriate for the language and culture of the age group of children.	___	___	_____
12. Provides for individual needs by:			
a. including quiet and active activities.	___	___	_____
b. including small and large group activities.	___	___	_____
c. including activities for specific children that relate to needs identified from the skills analysis.	___	___	_____

5. Present the Activities.

As a preschool teacher there will be many occasions in which your will be conducting learning activities with groups of children. The following strategies will help you achieve your objectives more easily they will help you be a more effective facilitator of learning.

a. Minimize group size when possible:

Young children should be taught in groups small enough to allow you to check each child's progress. It is important that each child receives the individualized attention he or she needs. This is especially true when the content of an activity is difficult and demanding. Young children will learn material much more quickly when you teach it to them in a small group situation. Instead of presenting a single lesson to the whole group, teach it two or three times to smaller groups, By rotating the groups from one activity to another, you will insure that each child participates in the lesson group at some time during the day.

b. Get the children's attention before beginning a lesson:

The effectiveness of a lesson often depends upon how it is started. It is important that you get the children's attention before beginning a lesson. When this does not happen, children sometimes become disruptive and the lesson becomes a battleground for you and the children. You can

gain the children's attention in several ways. First, by having all materials ready when you start the lesson. You are certain to lose the children's attention if you leave them sitting while you go prepare materials. Secondly, by teaching the children that they are to pay careful attention to lessons. This means teaching them that talking to other children, getting up and moving around, playing with self-chosen materials etc. are not acceptable during a lesson. Thirdly, by giving a signal that it is time to start the lesson. A signal can be a phrase such as "Let's begin the lesson" or "Everyone pay attention." It can also be the holding up of a picture or object you are going to use. If you use the same signal everytime, it will be easier for the children to understand.

c. Give each child the opportunity to actively participate: If you wish to teach all of the children in the group a concept or skill, you must be sure that each child participates to the extent that he or she can or desires to. To do this, you must become aware of the response rates of individual children. There are some children who are usually eager to respond and will actively get you to call on them. There are others who are reluctant to respond. You must determine how often each child should respond based upon his/her needs. You don't want to

ignore children who want to respond and you don't want to make the shy child feel uncomfortable by frequently calling on him or her to respond. By regularly checking each child's attention and participation during an activity, the children will probably remain attentive and actively participate according to their ability and needs. This allows you to correct errors and to clarify areas of confusion that you might miss or not become aware of until later.

Some other strategies that help insure everyone's active attention and participation are....

- seat children where you can see them and they can see you;
- be positive in presenting the activity;
- place materials where everyone can see them;
- provide sets of materials for each child when presenting activities that require individual turns. Sitting and waiting leads to boredom and inattentiveness;
- model the response you expect so that everyone understands;
- alternate group and individual responses during and activity;

- use body language (pointing, gesturing) to direct attention and emphasize key points;
- pace the activity so that it doesn't drag or become too long to hold the children's attention.
- make sure each child is successful according to his/her level of development.

d. Give the children feedback and praise:

Children, like adults, like to know how they are doing. However, when praising children or giving them feedback on their responses, be specific about the actions that are being praised or the actions being corrected. For example, "José you named all of the rooms in the house. Very good!" and "Leticia, you called this fruit an apple. It is a pear. What did I say it is?", are statements that specifically let the child know about his response in a positive manner.

It is not necessary to go overboard in praising children but it is important to let children know how they are doing. Always avoid criticizing or rejecting a child when an incorrect response is made. Let the child know in a positive manner and help him correct the error. This sometimes is difficult because many of us have experienced mostly negative comments when mistakes were made. You can learn to be both

positive and specific in giving praise and in giving corrective feedback with practice.

TASK: Take some time and practice making specific positive statements of praise and correction.

e. End the activity at the appropriate time and with a summary of what was learned:

Since children learn at different rates, some children will meet the objective for the lesson quicker than others. Some children may need a little more time and practice to learn a task. There may be one or two children who cannot perform the expected behavior because they are not developmentally ready or need individualized work. As an activity progresses you will have to make a decision about when to stop. If part of the group learns the task quickly and others need more time, you may wish to break up the group allowing the children who have learned the task to work independently in another area of the classroom and then provide individualized work with the remaining children. This can be done in a matter of fact manner, "Jorge, Javier and Pricilla you have learned to sort the shapes very well. Go over to the table toys and find something to work with. Nancy, David and Martin,

let's sort these shapes. Who would like to be first?"
In a situation like this, the teacher let the sucessful children know specifically what they had learned. She told them that they had done very well. The praise was matter of fact and not overdone so that the remaining children did not feel like failures. The teacher remained enthusiastic and approached the lesson positively with the remaining children.

By stopping the activity and dividing the group the teacher was able to meet the needs of all of the children. By summarizing or stating specifically what the children had learned, she helped them understand what they had learned. The teacher also modeled the principle that difficulties in learning are to be expected and should be dealt with. In this way, children can begin to understand and accept their own rate of learning.

6. Evaluate child's performance of the objective.

After an activity has been presented, you must make a judgement as to whether each child achieved the objective. If a child did not meet the objective, you must be aware of the kind of error the child made. If you do not know the kind of error that was made, you will have difficulty making a decision regarding the reteaching of the activity.

For example, if you presented an activity in which each child named from memory three of five pictures shown and one child could only name one, would you know how to plan another activity for this child without knowing why he did not remember three? No, you could not. You would need to know whether the child knew the names of the five pictures or whether he could not remember more than one after the models were covered. If he did not know the names you would plan an activity in which the child would learn the names of the items in the pictures. If the child could not remember more than one name after the models were covered, you would plan an activity in which the child tried to remember one and then two names after the models were covered.

As you can see, evaluating a child's performance of an objective involves more than determining whether the child performed the behavior. It also involves determining why a child didn't perform the behavior.

NOTE: A pad and pencil or an activity checklist kept with you will enable you to get down information about each child. This will be most helpful when planning future activities.

7. Select new objectives and repeat steps 3, 4, 5 and 6.

Once you have assessed each child's progress on objectives for activities presented, you need to plan future experiences which will meet their needs. This involves selecting new objectives based upon the information you have, planning the learning activities, presenting the activity and assessing each child's performance. These steps make-up an ongoing process which if followed consistently will help you be a more effective teacher; one who creates a learning environment that meets the needs of individual children.

POST-TEST

Using the lesson plan form and the lesson plan checklist on the following pages, as guides, plan a five day unit of instruction on a topic of your choice.

Be sure to.....

1. Specify the age of the children for whom you are planing the unit.
2. Plan activities for each day in each of the skill areas.
3. List items on your lesson plan that are specified on the lesson plan checklist (e.g., language of instruction, materials, teacher, etc).
4. Sequence activities from one day to the next so that concepts are introduced, experienced and reinforced sequentially.

Check your completed plans with your trainer or academic advisor.

LESSON PLAN FORM

UNIT TOPIC _____

DATE _____
TEACHER _____

TIME	ACTIVITY	SOCIAL	SELF-HELP	MOTOR	COGNITIVE	LANGUAGE

LESSON PLAN CHECKLIST

THE LESSON PLAN.....	YES	NO	COMMENTS
1. Is current and sequential from previous day.	___	___	_____
2. Is organized around a theme that is appropriate.	___	___	_____
3. Shows daily schedule appropriate for the age group and situation.	___	___	_____
4. Shows evidence of number and variety of activities.	___	___	_____
5. Has activities written in appropriate skill areas according to stated child behaviors.	___	___	_____
6. Has objectives written in terms of observable child behaviors.	___	___	_____
7. Lists the language of instruction for each planned activity.	___	___	_____
8. Lists the materials needed for each activity.	___	___	_____
9. Indicates which teacher is responsible for each learning activitity listed.	___	___	_____
10. Identifies the area of the classroom when the activity will take place.	___	___	_____
11. Includes content appropriate for the language and culture of the age group of children.	___	___	_____
12. Provides for individual needs by:			
a. including quiet and active activities.	___	___	_____
b. including small and large group activities.	___	___	_____
c. including activities for specific children that relate to needs identified from the skills analysis.	___	___	_____

I SAW TOMORROW LOOK AT ME
THROUGH LITTLE CHILDREN'S EYES AND
THOUGHT HOW CAREFULLY WE'D PLAN IF
ONLY WE WERE WISE! (Adapted)

Alberta De Shakit
Headstart Parent
Cheyenne River Reservation

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